

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Lauren Dwiggin, lauren.dwiggin@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Brooks County ISD	024-901	Falfurrias High School – 001	
Vendor ID #	ESC Region #	DUNS #	
174-600083	2	030907828	
Mailing address		City	State ZIP Code
200 E. Allen St.		Falfurrias	TX 78355-4909

Primary Contact

First name	M.I.	Last name	Title
Diana		Sheeran	Project Coordinator
Telephone #	Email address		FAX #
361-325-8086	dsheeran@bcisd.esc2.net		361-325-1913

Secondary Contact

First name	M.I.	Last name	Title
Maggie		Rodriguez	Grant Specialist
Telephone #	Email address		FAX #
956-970-2597	M_rodriguez23@live.com		866-600-0374

Part 2: Certification and Incorporation

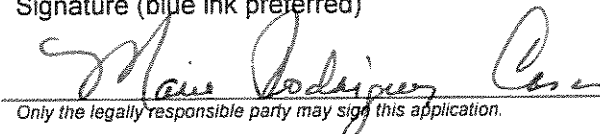
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. Maria		Rodriguez Casas	Superintendent
Telephone #	Email address		FAX #
361-325-8000 Ext. 2001	mcasas@bcisd.esc2.net		361-325-1913

Signature (blue ink preferred)

Date signed



Only the legally responsible party may sign this application.

10/7/2016

701-16-108-013

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #1—General InformationCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Currently, Brooks County ISD isn't able to offer 60 college credit hours for the district's students due to limited facilities and resources. The acquisition of the Early College High School Innovative Academy grant will give the district the ability to provide students either an Associate's Degree, or 60 semester hours toward a baccalaureate degree, as well as, provide instruction/training in high-demand occupations.

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points) The district's designed program was tailored to successfully address the needs of the target population. The district will accomplish this by incorporating the grant requirements such as to: Enter into an articulated agreement with Pre-Veterinarian and Pre-Medicine industries with Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K); Give students the opportunity to graduate with an Associate's Degree or 60 semester hours toward a baccalaureate degree in a high-demand occupation during grades 9–12; Provide an in-kind match of 20–25% through the partnership with the selected industry partners. **(10 points)**; Develop a leadership team to address the issues of the grant; and offer the students the opportunity to receive training in a high-demand occupation, as stated in TEA guidelines.

Furthermore, the district plans to evaluate student outcomes by reviewing student's transcripts before and after the grant funding period to ensure the students are receiving more college credit hours, as well as, conducting staff surveys to determine the progression of the student's academics over the grant funding period. Lastly, the district will develop a sustainability plan to continue the grant after the grant period has come to an end. Through these measures, the district will successfully address the needs of the target population.

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points) To ensure the design of the proposed program reflects up-to-date knowledge, scientifically-based research, and effective practices, the district: reviewed test scores, evaluated community needs, examined instructional practices, and reviewed professional development training that will address those identified needs. The following are the identified community and academic needs:

COMMUNITY NEEDS ASSESSMENT

Need (Population 25 and Over)	City	State
Households (w/child under 18) Falling Below Poverty	48%	20.4%
No High School Diploma	33.4%	18.5%
Population Doesn't Speak English at Home	69.8%	34.9%

Source: 2014 American Community Survey

In addition to the Community Needs Assessment above, the district collected local data included in following chart to indicate the district's academic deficiencies:

ACADEMIC DEFICIENCIES

Subject	District	State
All Core Subjects	61%	77%
College Ready Graduates	76.2%	78.4%

Source: 2014-2015 Texas Academic Progress Report (TAPR), Texas Primary Reading Inventory (TRRI) Beginning of the Year (BOY) and End of the Year (EOY) scores.

As seen in the Needs Assessments above, the district has a high need to implement the ECHS Innovative Academy grant in order to address academic deficiencies that exist at Falfurrias High School. Due to the remote rural location and limited resources, the district's students lack the resources, finances, and intervention necessary to prepare students for the real world. Brooks County ISD will take the initiative to address this academic problem by securing collaborative agreements between themselves, Coastal Bend College (CBC), Texas A&M University – Kingsville (TAMU-K), Wilkinson Veterinary Clinic, and Community Action Corporation of South Texas. These contractual agreements will give the students an opportunity to get academic instruction, as well as, training through internships, externships, apprenticeships, and mentorship programs.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program activities relate directly to the program goals, local objectives, and strategies. (4 points) The district will implement a program that relates directly to the ECHS Grant goals, objectives, and strategies. The proposed program will support students who are at-risk, economically disadvantaged, English language learners, and first-generation college goers. The district will support these students by providing the opportunity to receive an Associate's Degree, or at least 60 semester credit hours toward a baccalaureate degree in a high-demand occupation, receive on-the-job training through internships provided by the partnering industries; and graduate high school with training in a high-demand occupation.

The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points)

The objectives the district wishes to achieve by receiving funding include: Increasing the number of TSI-ready students; Offering an Associate's degree or 60 semester hours toward a baccalaureate degree, as well as, an education in the Biotechnology and Life Sciences Industry Cluster; Establishing a distinct college-going culture; Increasing the number of college credit hours earned by participating students; and providing experience in a high-demand occupation.

The district will perform this task by partnering with Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K), as well as, any other necessary IHE'S in order to offer education for the district's students. The district will also partner with Wilkinson Veterinary Clinic and Community Action Corporation of South Texas to ensure the students will receive training/experience in a high-demand occupation.

To ensure these goals and objectives of the grant are met, Falfurrias Early College High School Innovative Academy will provide a personalized learning environment by creating a seamless curriculum between high school and college. The partnering industry will provide a work-based experience to students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. In order to ensure that students feel comfortable and are successful in their classroom, coursework, and job training, Falfurrias ECHS will implement strategies that will help develop a personalized learning and working environment. If a student is not performing at the required level in the Industry field or classroom, the Falfurrias ECHS Principal and Counselor will personally meet with the student to identify his/her reasons for low performance. This will occur after each progress reporting session and after each report card distribution.

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points) The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to increase academic performance and attendance, improve student behavior, and raise promotion rates. These activities include but are not limited to:

- Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K) will offer TSI workshops through its Student Success Center to prepare students for the TSI test;
- Activities to create a college-going culture;
- Summer TSI assessment preparation classes held at the district;
- Internships held at Wilkinson Veterinary Clinic and Community Action Corporation of South Texas (Industry Partners);
- Higher education and ECHS teacher workshops; and
- Individualized student career and course counseling.

On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding: The district has ensured that they have received buy-in from all participants, including the school board, district and campus administrators, participating teachers, the partnering university, as well as, the partnering industries. Throughout the term of the grant, the district will continue to meet with stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The acquired resources coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure student gains are continued after the grant funding terminates.

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Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$276,542		\$276,542	
Schedule #8	Professional and Contracted Services (6200)	6200	\$12,500	\$8,000	\$20,500	
Schedule #9	Supplies and Materials (6300)	6300	\$32,150		\$32,150	
Schedule #10	Other Operating Costs (6400)	6400	\$8,000		\$8,000	
Schedule #11	Capital Outlay (6600)	6600	\$36,000		\$36,000	
Total direct costs:			\$365,192	\$8,000	\$373,192	
6.702% indirect costs (see note):			N/A	\$26,808	\$26,808	
Grand total of budgeted costs (add all entries in each column):			\$365,192	\$34,808	\$400,000	

Administrative Cost Calculation

Enter the total grant amount requested: \$400,000

Percentage limit on administrative costs established for the program (10%): × .10

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs: \$40,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfill the proposed program.

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Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher (1 teacher x \$35,000 x 16 months)	1		\$46,667	
2	Educational aide				
3	Tutor				
Program Management and Administration					
4	Project director (Principal) (\$70,000/annual salary x 16 months)	1		\$94,667	
5	Project coordinator				
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk				
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor (\$55,000/annual salary x 16months)	1		\$73,334	
13	Social worker				
14	Community liaison/parent coordinator				
Other Employee Positions					
21					
22					
23					
24	Subtotal employee costs:			\$214,668	
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay				
26	6119 Professional staff extra-duty pay			\$12,500	
27	6121 Support staff extra-duty pay				
28	6140 Employee benefits			\$49,374	
29	61XX Tuition remission (IHEs only)				
30	Subtotal substitute, extra-duty, benefits costs			\$61,874	
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$276,542	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	PEERS - Will provide professional, evaluation services to include surveys, walk-throughs, one-on-one discussion groups, and quarterly and annual reports.	\$8,000	
2	TSI Initiative Assessments/ Trainings - Will be held to assess and improve students' TSI instruction and test-taking ability.	\$7,500	
3	ACT/SAT Training - Will provide teachers with training on new ACT/SAT content and test-taking strategies.	\$5,000	
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
b. Subtotal of professional and contracted services:		\$20,500	
c. Remaining 6200—Professional and contracted services that do not require specific approval:			
(Sum of lines a, b, and c) Grand total		\$20,500	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of \$400,000 for the Early College High School Innovative Academy Grant is reasonable, cost-effective, and adequate to support the program. The budget is reasonable when considering it will target 1 campus, 160 students, 2 teachers, 1 Counselor, and 1 grant member.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. The district assures that these funds will not be decreased due to availability of funds (**Assurance 1**). Currently, the district does not offer the Biotechnology and Life Sciences Industry Cluster or 60 semester credit hours toward a Baccalaureate Degree; therefore, the proposed activities do not supplant current activities.

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Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: **024-901**

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	<p>Total supplies and materials that do not require specific approval:</p> <p>Classroom Supplies/Materials (\$12,150) – Will provide students essential classroom books, scantrons, and tests.</p> <p>Office Supplies and Materials (\$5,000) – Will be utilized to ECHS faculty and staff for consumables such as pencils, paper, markers, ink, toner, etc.</p> <p>TSI Success Materials/Supplies (\$6,500) - Will be utilized to assess and improve students' TSI instruction and test-taking ability.</p> <p>Industry Related Software (\$8,500) - Will be utilized by teachers to instruct students on properly using the tools and items in their respective industry.</p> <p style="text-align: right;">TOTAL = \$32,150</p>	\$32,150	
Grand total:		\$32,150	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)County-District Number or Vendor ID: **024-901**

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$8,000	
	Specify purpose: Travel for students to and from partnering industry.		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.		
6413	Stipends for non-employees other than those included in 6419		
6419	Non-employee costs for conferences. Requires authorization in writing.		
Subtotal other operating costs requiring specific approval:			
Remaining 6400—Other operating costs that do not require specific approval:			
Grand total:		\$8,000	

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)County-District Number or Vendor ID: **024-901**

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1					
66XX—Computing Devices, capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX—Software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX—Equipment, furniture, or vehicles					
19	TECH-LABS – Will provide equipment, including a synthetic human cadaver (human simulator), related to the targeted Allied Health Careers.	1	\$36,000	\$36,000	
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29					
Grand total:				\$36,000	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:			1,528	
Category	Number	Percentage	Category	Percentage
African American	0	0 %	Attendance rate	95%
Hispanic	1,503	98.4%	Annual dropout rate (Gr 9-12)	4.9%
White	20	1.3%	Students taking the ACT and/or SAT	56%
Asian	2	0.1%	Average SAT score (number value, not a percentage)	1492
Economically disadvantaged	1,276	83.5%	Average ACT score (number value, not a percentage)	15.9
Limited English proficient (LEP)	33	2.2%	Students classified as "at risk" per Texas Education Code §29.081(d)	63.7%
Disciplinary placements	27	1.6%	State assessment data (STAAR All Grades, All Subjects)	61%

Comments

The proposal was organized and completed according to grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section. **(Application is organized and completed according to instructions-5 points)**

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) In order to ensure that the activities are based on an objective set of measures, the following reports were reviewed: Texas Academic Performance Reports (TAPR), Texas Success Initiative (TSI) reports, and the 2014 U.S. Census Report. Based on the information gathered, it was determined that the campus were in need of programming that would increase academics, increase TSI readiness, benefit at-risk children, and increase the number of high school graduates with training in a high-demand occupation. Activities selected were researched to determine the validity of each activity and if evidence-based research was available to support the ability to impact the campus' needs.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	85	83.2%	Bachelor's degree	82	80.7%
White	15	14.9%	Master's degree	19	18.3%
Asian	1	1%	Doctorate	1	1%
1-5 years exp.	20	19.5%	Avg. salary, 1-5 years exp.	\$35,233	N/A
6-10 years exp.	13	13.2%	Avg. salary, 6-10 years exp.	\$42,336	N/A
11-20 years exp.	31	30.7%	Avg. salary, 11-20 years exp.	\$49,679	N/A
Over 20 years exp.	31	30.7%	Avg. salary, over 20 years exp.	\$55,348	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	40	40	40	40	160
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
TOTAL:	0	0	0	0	0	0	0	0	0	0	40	40	40	40	160

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	2				2
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
TOTAL:	0	0	0	0	0	0	0	0	0	0	2				2

As seen in the table above, the school plan provided will not serve more than 100 students per grade level in grades 9-12. **(5 points)**

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEED: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)

Current Achievement. In order to understand the district's *current achievement*, the district used state and campus data from the Texas Academic Performance Report (TAPR) to determine that the district's current achievement was below par. In fact, over 61% of the district's students did not Meet Standards on 2014-2015 STAAR, compared to 77% for the State of Texas.

Needs Assessment Process: In preparation for the submission of the Early College High School Innovative Grant, the district analyzed the needs of Falfurrias High School. Elements of the needs assessment included: Student Demographics, TSI scores, STAAR results, attendance rates, teacher experience and qualifications, instructional programs that are currently being utilized, and the infrastructure that is available for student and teacher use. As a result of this assessment, the magnitude and severity of the problems the school faces are as follows:

In this assessment, the magnitude and severity of the problems and achievement gaps are as follows:						
	STUDENT DEMOGRAPHICS			MET STANDARDS IN STAAR		
	Economically Disadvantaged	At-Risk	Dropout Rate	Reading	Math	Writing
District	83.5%	63.7%	4.9%	64%	76%	56%
State	58.8%	51.2%	2.2%	77%	81%	72%
TEACHER EXPERIENCE AND QUALIFICATIONS						
	Bachelor's Degree or Lower		Less than 5 Years of Experience		Turnover Rate	
District	80.7%		19.5%		24.1%	
State	75.1%		26.1%		16.6%	
Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)						

In addition to the district conducting a local needs assessment, the district also conducted a Community Needs Assessment to determine the number of educationally disadvantaged and low-income families living throughout its community.

COMMUNITY NEEDS ASSESSMENT		
Need (Population 25 and Over)	City	State
No High School Diploma	33.4%	18.5%
Population Doesn't Speak English at Home	69.8%	34.9%
Families Falling Below Poverty	34.8%	13.7%
Households (w/child under 18) Falling Below Poverty	48%	20.4%
Source: 2014 American Community Survey		

Description of how needs are prioritized: The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. The following areas were identified as areas in need: **Instructional Programs** – The campus is in need of supplemental instructional materials and academic curriculum equipment required to provide at-risk students with targeted assistance in their academics, as well as, increased collaboration and materials for the partnering industries; and, **Facilities** – The campus lacks the facilities to provide students training in a high-demand occupation or offer either an Associate's Degree or 60 semester hours toward a baccalaureate degree; therefore, partnering with industries is necessary.

Desired or required accomplishment: After conducting the local and community needs assessments, the district realizes that they must enter into a partnership with high-demand industries. The district will ensure it sustains these partnerships in hopes that they will be able to provide at-risk students with ways to financially sustain themselves right after graduating high school.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The district has an average ACT score of 16.9 , which is 3.7 points less than the average score for the State of 20.6 . (Source: 2014-15 Texas Academic Performance Report-TAPR) Needs have been identified and strategies have been described. (10 points)	In order to improve the academic deficiencies as noted in the district's needs assessment, the district will align and purchase curriculum and instructional materials. This will allow the district to increase student's outcomes which will be measured by monitoring/compliance tools. Staff will also be invited to attend district and trainer provided professional development training relevant to curriculum, technology, software, and data collection.
2.	The district currently lacks the education and industry experience to qualify its students to work in the real world. In fact, over 8.7% of the population surrounding the district is unemployed, while the average for the state is 4.9%. (Source: 2014-2015 American Fact Finder)	The district will help qualify their students by partnering with Wilkinson Veterinary Clinic and Community Action Corporation of South Texas to provide them real world experiences in the Pre-Veterinarian and Pre-Medicine Industry, as well as, an education in the Biotechnology and Life Sciences Industry Cluster. This added experience in a high-demand occupation will lead to a decrease in unemployment rates, as well as, more responsible and self-sustaining individuals.
3.	The district has 63.7% of its student population that are at-risk, compared to 51.2% for the state. Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)	In order to ensure the district addresses the TSI preparatory and industry needs of these at-risk children, the district will provide professional development that is customized to the at-risk and underrepresented population.
4.	The district had a low amount of highly-qualified personnel. In fact, only 18.3% of the district's teachers have a Master's degree, in comparison to 23.4% for the State. Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)	The district will address this by working with a partnering college and Industry to ensure there is year around staff training and professional development. The district will ensure that their staff attend all relevant Fall, Spring, and Summer professional development (PD) and teacher trainings, as well as, have the partnering college and Industry have input in the PD and teacher trainings that should take place.
5.	The district has a remarkably high teacher turnover rate, 24.1% in comparison to 16.6% for the state. (Source: Texas Academic Progress Report-TAPR) Due to this high turnover rate, the district is in need for additional professional development trainings to ensure high qualified personnel and staff is in place for the Early College High School Innovative Academy Grant.	The district will work with a partnering college and industry to ensure there is year around staff training and professional development. The district will also ensure that their staff is compensated through stipends when students perform well on TSI tests and academic activities.

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Schedule #14—Management PlanCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications Desired Qualifications (5 points)
1.	Program Director (Assurance 16)	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3 years of experience in supervisory of small to medium teams and experience in data reporting.
2.	Curriculum & Instruction Director	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Developing curricular goals and outlines for new curriculum and curriculum updates and experience in conducting research and consulting with faculty, staff, and business representatives in the design and development of new curriculum.
3.	Region 2 ESC	The individuals conducting services will be required to have a minimum of a Bachelor's Degree in a related field and a minimum of 5 years of experience in High School education.
4.	Career Counselor	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3 years of experience in examining records, conducting interviews, and working with the Leadership Team and Industry Liaison to administer aptitude and achievement tests that assist students in choosing careers.
5.	Industry Liaison	Must be degreed, skilled, and trained in their respective industry. Experience: At least 3 years of job experience in their respective industry, as well as, ability to development and implement hands-on industry experiences.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of college credit hours earned by students.	1. Career Counselor will bi-annually track credit hours through student transcripts.	03/01/2017	05/30/2018
		2. Promote school courses utilizing social media outlets.	04/01/2017	05/30/2018
		3. Leadership Team will meet regularly to see what additions could be made to improve the ECHS program.	03/01/2017	05/01/2018
2.	Increase the number of TSI-ready students.	1. Quantitative reports will be reviewed to ensure the increase in TSI-ready students.	05/01/2017	05/01/2018
		2. An improvement in TSI scores.	02/01/2017	05/30/2018
		3. District and Industry will host a minimum of two annual parent/student meetings.	04/01/2017	04/01/2018
3.	Collaboration opportunities for the ECHS and higher education faculty.	1. Meetings will be held 4 times a year to share updates, educational strategies, and progress.	04/01/2017	05/30/2018
		2. Provided targeted trainings for struggling teachers.	04/01/2017	05/1/2018
		3. Ensure staff attends professional development trainings on newly purchased curriculum, industry-related software, and technology.	03/01/2017	11/01/2018
4.	Establish a distinct college-going culture	1. Activities each semester will promote supportive instruction for all students.	02/01/2017	05/30/2018
		2. 2 ECHS faculty workshops to discuss issues and ensure all faculty continue to support the college-going culture.	04/01/2017	05/30/2018
5.	Increase student industry experience before graduating High School.	1. Quantitative reports will be reviewed to ensure an increase in students' Industry-related experiences.	03/01/2017	05/30/2018
		2. Monitor for compliance and effective practices.	02/01/2017	05/30/2018
		3. Identify weaknesses of the grant and provide solutions.	04/01/2017	05/30/2018

Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 points)

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 points) In order to solicit feedback and continuously monitor the attainment of goals and objectives, the district asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district establishes a procedure and schedule for internal monitoring that include: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are signed in/out of the program logs found at the Industry and classroom to track participants' attendance; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points) In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from campus participants, including district and campus administrators, teachers, school board members, parents, and the designated Industry liaison. Throughout the term of the grant, the district will continue to meet regularly with administrators, teachers, board members, the designated Industry liaison to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points) The district currently does **not** offer 60 semester credit hours toward a baccalaureate degree in the Biotechnology and Life Sciences Industry Cluster; nor does it have a Career Counselor to help students in the Pre-Veterinarian and Pre-Medicine industries. The recent decrease in state and federal funding has made it impossible for the district to implement a new program that establishes a distinct college-going culture. However, the district can support the added costs that will be associated with the Early College High School Innovative Academy Grant should it be funded to include items such as: utilities, building use, maintenance, technology, etc.

Moreover, to ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's **plan for sustainability** will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Qualitative Data: Parent/Student Surveys (EVAL-2 points)	1.	Positive feedback is received on teacher/parent/student interaction.
		2.	Positive feedback is received on teachers' instruction.
		3.	Positive feedback is received on Industry liaison interaction with students.
2.	Quantitative Data: Evaluation of Students' Learning	1.	Increase in the number of TSI-ready students.
		2.	Report cards, classwork, and benchmarks demonstrate progress.
		3.	Increase in average number of college credit hours earned by students.
3.	Professional Development Feedback	1.	ECHS teachers and higher education staff actively participate in collaborative meetings and trainings.
		2.	A minimum of four district and industry staff attendance trainings are offered.
		3.	Teachers volunteer to attend other trainings they see fit.
4.	Classroom/Industry Observations	1.	Student engagement increased in the classroom and designated industry.
		2.	Increase in the number of industry experiences provided to the students.
		3.	Well-defined learning activities are provided and completed.
5.	Review Use of Industry/Teacher Course Materials	1.	Industry/Teachers provide effective approaches in higher-order thinking.
		2.	Industry/Teachers integrate an understanding of facts, concepts, and Principals.
		3.	Industry/Teachers provide multiple, varied examples to illustrate skills.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Methods of evaluation clearly related to the intended results of the project. (3 points) The district will collect data including program-level data, number of participants served, and student-level academic. It will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of activities that provide students a college-going culture; Hours of industry experience provided to students; Number of opportunities ECHS teachers and higher education faculty collaborate through planning, teaching, and professional development (**Assurance 11**); Number of students engaged in TSI- success activities; and Hours of college credit earned by students.

Evaluation design includes processes for collecting data, including program-level data. (3 points) Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Furthermore, parents will also participate in surveys that will provide feedback on the teachers' instructional strategies and coursework. Finally, the Industry Liaison will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of instruction that is being provided. Classroom observations will also be conducted on a regular basis in order to provide the Principal and grant officials the opportunity to determine whether the trainings being provided are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, and Texas Success Initiative (TSI) reports to determine an increase in student academics.

Formative evaluation processes outlined and addressed throughout the grant project. (2 points) Data collected will allow the district, Industry Liaison, and contracted consultants the ability to determine whether the professional development trainings are positively impacting the students and teachers. **Problems identified and corrected:** Areas of concern will be discussed and modifications will be made regularly to the proposed plan, as needed.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will partner with Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K), as well as, any other necessary Institutions of Higher Education (IHEs) in order to provide a course of study that enables ECHS participating students to combine high school courses and college-level courses during grade levels 9 through 12. As reassurance of the partnership made, the district has attached a signed Memorandum of Understanding (MOU) with all the dual credit partners involved in the grant. **(2 points)** This agreement will give the district's students post-secondary education and training opportunities. Thus, making them a more self-sustaining individual right after their high school graduation.

Due to the district's articulated agreement with Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K) **(5 points)**, the participating students will either earn an Associate's Degree in a high-demand occupation, or at least 60 semester credit hours towards a baccalaureate degree by the time they graduate high school **(Assurance 12)**.

To ensure students get to reap all the benefits of the ECHS Grant, the district will coordinate outreach and awareness activities to identify and recruit potential participants. These activities include but are not limited to:

- Parents of 8th and 9th graders and students will be invited to an orientation that discusses the program;
- 8th and 9th grade students and parents will be encouraged to ask questions to the ECHS staff;
- 8th grade counselor will have the ECHS information available for any student/parent not present at the meeting; and
- The partnering college will administer a Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness enabling students to begin college courses as soon as possible **(Assurance 13)**.

During the design of the Early College High School Innovative Academy Grant, the district was able to acquire Letters of Support from Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K), as well as, Wilkinson Veterinary Clinic and Community Action Corporation of South Texas (Industry Partners). **(5 points per partnership)**

The district along with the partnering college will offer the participating students flexibility in class scheduling and academic mentoring. This will ensure the students have the opportunity to still learn the instructional material even while having other agreements outside of the classroom (sports, school clubs, jobs, etc.).

In conclusion, the district's partnership with Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K), Wilkinson Veterinary Clinic, and Community Action Corporation of South Texas will not only educate the district's students, but provide them real-world experiences in high-demand occupations. Providing students, a flexible schedule keeps them from feeling overwhelmed in the classroom or at the industry partner's site. This in turn will produce the best results possible for the Early College High School Innovative Grant Program.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Statutory Requirement 1 (continued)

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Click and type here to enter response.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has an established partnership with Workforce Solutions of the Coastal Bend.

The Workforce Solutions of the Coastal Bend will serve to the district as a link to the public workforce system. The workforce development board has the ability to facilitate partnerships between local businesses with similar training needs. Furthermore, they also utilize labor market information to develop strategies that focus their resources on specific high-demand occupations in their region.

This partnership with Workforce Solutions of the Coastal Bend will give the district an opportunity to identify the following occupations as high-demand: Pre-Veterinarian and Pre-Medicine. Due to the additional information that Workforce Solutions of the Coastal Bend provided, the district will be able to provide its students a better opportunity to work in high-demand occupations, as well as, get into the proper trainings and programs that lead into these occupations. **(20 points)**

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As proof of the agreement, the district has attached a signed agreement of the selected industry they plan to partner with **(2 points)**. This industry provides jobs under the Biotechnology and Life Sciences Industry Cluster which falls in line with the TEA program Guidelines.

This Industry Liaison will serve as an active member on the ECHS Leadership Team which will consist of the Industry Liaisons, the district's Superintendent, high school principal, Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K).

The selected industry will assist in the development and implementation of experiences, including mentorship programs, internships, externships, and/or apprenticeships. This will expose students to applied learning and real-world work activities in identified high-demand occupations **(Assurance 5)**. These activities will be providing in-kind match of \$80,000 which equals to 20% of the grant award **(10 points)**. **(5 points)**

To ensure the Industry Liaison interacts directly and frequently with ECHS staff, the district will invite the Liaisons from Wilkinson Veterinary Clinic and Community Action Corporation of South Texas to Fall, Spring, and Summer trainings, giving the Industry Liaison the opportunity to participate in the development of curriculum **(Assurance 3/4)**. This will ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupation, as well as, it includes industry recognized credentialing as part of degree plan design.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district wants both privileged and at-risk students to have the opportunity to provide for themselves after graduating high school. The district plans to do this by offering a full-day program at the ECHS campus (**Assurance 15**), as well as, offering 100% of the students access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc.

The district will do this by partnering with Wilkinson Veterinary Clinic and Community Action Corporation of South Texas. These industries have expressed a commitment to provide additional learning opportunities to the district's students, as well as, the following activities throughout the student's high school career: internships, externships, apprenticeship programs, and mentoring (**20 points**). (**2 points**)

This plan will ensure the students receive rigorous activities making them more responsible. This added responsibility will allow the ECHS students to swiftly transition into adulthood.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will employ a Career Counselor that serves only students of the ECHS Innovative Academy Grant. The district will do this by using a portion of the grant funds as salary for the Career Counselor (**Assurance 6**). The district has set the following requirements when deciding who the best Career Counselor would be for this program:

Education:

- Must have a minimum of a Bachelor's Degree in Education or a related field.

Experience:

- Helping students select the right schools or programs for their needs,
- Helping students locate sources of financial support to pay for school and other training programs for the future,
- Administering aptitude and achievement tests, and
- Assisting in helping students choose careers.

With these requirements, the district believes they will employ a highly-qualified Career Counselor, which will serve the students to his/her best ability.

The district will also put together a list of responsibilities the Career Counselor will be held accountable for. This will ensure the counselor only serves ECHS students and is able to do his/her job to the best of his/her ability. These responsibilities include:

- Administer personality and interest inventories;
- Use achievement and aptitude tests to help students get a better idea of what they are good at;
- Advise students about what courses and educational programs they need for particular careers; and
- Help students select the right schools or programs for their needs
- Help students locate sources of financial support to pay for school and other training programs for the future.

In conclusion, the will district put together a list of responsibilities and requirements necessary for their Career Counselor in hopes they find the most high-qualified Counselor possible.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has entered into signed articulation agreements with Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K) which address the statutory requirements set by TEA and the State. **(2 points)** CBC and TAMU-K will ensure that high-qualified teachers are hired at the district and are conducting the class in an appropriate manner. The College will do this by sending an assigned individual to serve on the Leadership Team, which gives this individual not only insight on how the district works but gives, him/her access to perform walk-throughs and routine check-ups.

CBC and TAMU-K will also issue a college Student Identification Card. This ID will enable students to log into their student portal. The IHE will provide the district's students the following items through their online account: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

This college fits perfect with TEA guidelines because the secondary and post-secondary education they offer falls under the Biotechnology and Life Sciences Industry Cluster. Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K) offer the following programs of study: Pre-Veterinarian and Pre-Medicine. **(2 points)** This is ideal for the district because both programs give students additional education about high-demand occupations identified by the ECHS Innovative Academy Guidelines.

In conclusion, CBC and TAMU-K will provide students an opportunity to span their education in secondary and post-secondary high-demand occupations. This will be performed through certified college personnel, as well as, Blackboards which allow students to stay in constant communication with their teachers and the college.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district goals are to provide students the opportunity to complete a Bachelor's degree within two-three years of graduating from high school. To do this, the district will provide a crosswalk that identifies post-secondary coursework required by the student. The district will create a crosswalk that not only **identifies the required** coursework that needs to be completed, but all other aspects that factor into doing well in college. The district will address the following criteria of each student when creating their crosswalk: academic support, social support, college-readiness, and college access. The district plans to address these subjects in the following manner:

Academic: The district will provide a personalized learning environment by creating a seamless curriculum between the high school, Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K). The campus will provide a work-based experience for its students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. The **Career Counselor** will meet with the students **throughout the year** to discuss what courses the student has currently taken, as well as, **identify the coursework** that needs to be completed to ensure they stay on their selected career pathway. In order to ensure that students feel comfortable and are successful in their classroom and coursework, the high school will implement strategies that will help develop a personalized learning environment. For example, if a student is not performing at the required level in two or more college courses, the Principal and Career Counselor will personally meet with the student to identify the reason for the student's low performance. This will occur after each 3-week progress reporting period and after each 6-week report card distribution.

Social: The social and emotional support of the students will be crucial to maintain in order to improve attendance and ensure academic success. The campus will ensure it provides continuous social and emotional support to the students by hiring a Career Counselor, along with developing a Personalized Learning Community (PLC). This will be developed by offering individualized career and course planning to all students, setting up Individual Graduation Plans, assisting in personal or family matters, and providing social and emotional advisement. Moreover, group sessions will be provided when necessary to handle social and emotional issues with fellow students. Additionally, student/parent/teacher conferences will be set up to ensure academic and emotional encouragement is provided not just to the student, but to the parents as well.

College Readiness: The ECHS campus will provide students with a variety of college readiness services including, but not limited to: Texas Success Initiative Assessment (TSIA); Academic planning for college; college exploration and selection; college admission; assistance with financial aid applications; SAT/ACT and TSI preparation; and transitional services from high school to college enrollment. These services will be provided by the district, CBC, and TAMU-K to encourage early college planning and provide guidance through the college admission and financial aid processes.

College Access: The ECHS students will be issued a college Student Identification Card, which will enable students to log into the student portal. CBC and TAMU-K will provide the district's students the following items through their Blackboard: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

In conclusion, the district will provide a crosswalk that not only identifies what coursework needs to be taken by each student, but all aspects that need to be addressed when taking college courses. This will ensure the district's students are put into a position to succeed at their coursework and after they graduate high school.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

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The Falfurrias Early College High School Leadership Team will be charged with providing expert information and feedback of best practices that will help students in their journey of achieving their college goals (**Assurance 7/8**).

Each member will be responsible for sharing and discussing agenda items and conveying information respective to their areas of expertise. Their expertise and input will play a vital role in the support and success of Falfurrias Early College High School. The following individuals will make up the Leadership Team for the ECHS Innovative Academy Grant:

- **Superintendent:** Will assure program is supported at the district level and will assist with program maintenance and sustainability.
- **ECHS Principal:** Will oversee all aspects of the ECHS Program including: maintaining the budget for the school; providing curriculum oversight; providing program sustainability; coordinating staff development; monitoring student enrollment; maintaining communication with CBC and TAMU-K, Wilkinson Veterinary Clinic, and Community Action Corporation of South Texas; overseeing staff and building maintenance; etc.
- **Primary Dual Credit Partner:** Will assure program is supported at the college level and will assist with program maintenance and sustainability at their respective college.
- **College/University Partner:** Will oversee that the department heads at their respective college have seats available for the ECHS students, programs are made available to ECHS, and that updates are provided to ECHS staff.
- **Industry Partner:** Will assist with program implementation at their respective Industry, provide training and assistance to the ECHS Career Counselor, assist with registration, and attend parent trainings in order to provide information to parents on their respective Industry.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the district will continue to meet the goals of the Industry Cluster Name Innovative Academy ECHS beyond period of the grant program, the district has proposed a sustainability plan. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches/procedures to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

In conclusion, this sustainability plan will assure that once the program is over, the district will be able to fund academic preparation classes, academic interventions, and waiver fees associated with assessments. **(10 points)**

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **024-901**

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brooks County ISD will develop a school plan that targets and enrolls: at risk, economically disadvantaged, English language learners (ELL), and first-generation college goers. Brooks County ISD will work in unison with Coastal Bend College (CBC) and Texas A&M University – Kingsville (TAMU-K) to affirm equitable access to at-risk, as well as, subpopulations of at-risk students. The subpopulations of these students include: potential first-generation college students of low socio-economic status, African American, Hispanic of limited English proficiency, or others that are historically underrepresented in college courses.

Brooks County ISD will perform outreach and awareness activities to identify and recruit not only these specific students for enrollment, but students who just wish to accelerate their completion of high school. All students will be made aware of dual enrollment opportunities beginning in middle school grades and each year thereafter. Information will be provided through counselor presentations and conferences, school websites, dual enrollment publications, school curriculum guides and the annual registration process. The student recruitment and admission process to the ECHS will be as follows:

- BCISD feeder middle school.
- Reside in Brooks County ISD boundary zone.
- All 8th grade students will be addressed.
- All parents of 8th graders and students will be given an orientation of the program early in the spring semester.
- Students and parents will be given an overview of the ECHS model.
- 8th grade students and parents will be encouraged to ask questions to the ECHS staff.
- 8th grade students will be given an application and be encouraged to apply to the ECHS.
- 8th grade counselor will have the ECHS applications available for any student/parent not present at the meeting.
- 8th grade students will submit their application to their 8th grade counselor and later picked up by the ECHS Counselor.

In conclusion, Brooks County ISD will develop a school plan that targets the intended population of the grant. Due to Brooks County ISD not being a very large district, the district will be able to target all the students without exceeding 100 students per grade level in grades 9th-12th.

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **024-901**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **024-901**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **024-901**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing ContentCounty-district number or vendor ID: **024-901**

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

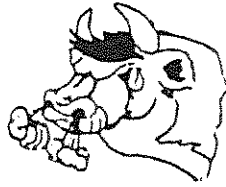
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Falfurrias High School

Dr. Cynthia A. Perez, Principal
Raul Garza, Jr., Assistant Principal

100 Jersey Lane
P.O. Box 589
Falfurrias, Texas 78355
(361) 325-8091

October 27, 2016

To Whom It May Concern:

As the Falfurrias High School Principal, I, Dr. Cynthia Perez, am pleased to offer my full support in the establishment of an Innovative Academy Early College High School (ECHS). I strongly believe and support the mission of an Innovative Academy ECHS campus to provide learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as, to provide students opportunities to earn post-secondary course credit prior to high school graduation.

If awarded, Falfurrias High School students would be provided the opportunity to earn relevant credit hours equal to an Associate's Degree and allow these same hours to transfer to the college partner for this grant. Due to the high percentage of Economically Disadvantaged students in our region, our campus and district are well aware that many of our students will not have the tools and guidance needed to attend a higher education institution. Having an Innovative Academy ECHS campus will help raise awareness and will encourage students to earn credit hours and understand the importance and value of having an education.

Falfurrias High School has the capacity to support the Innovative Academy ECHS Program to be successful. Furthermore, the board members and the administrative staff of Brooks County ISD offer their full support to the establishment of the Innovative Academy ECHS campus staff. The administrators and board members will work closely with the Innovative Academy ECHS Leadership Team to prepare students to not only be college-ready graduates, but successful, college scholars!

Should you have any questions or require further verification, please do not hesitate to contact me at (361) 325-8095.

Sincerely,

Dr. Cynthia Perez
Falfurrias High School Principal

October 26, 2016

To Whom It May Concern:

I am writing this letter to offer the support of Community Action Corporation of South Texas to Falfurrias High School's Innovative Academy Early College High School (ECHS) Grant Program. I am aware that Falfurrias High School has a conscientious team of professionals that are partnering with an Institution of Higher Education in order to maximize their ability to prepare students for employment in high-demand occupations within an approved industry cluster.

Through the use of the Innovative Academy ECHS Program funds, Falfurrias High School will be able to develop and implement applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as to provide students opportunities to earn post-secondary course credit prior to high school graduation.

As a partner in the Innovative Academy Early College High School (ECHS) Grant Program, Community Action Corporation of South Texas is committed to the following services as an in-kind match:

- Serve as an active member of the Innovative Academy ECHS Leadership Team;
- Ensure a liaison that from our business interacts directly and frequently with ECHS staff;
- Provide in-kind contributions such as internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students; and
- Participate in the development of curriculum in order to ensure that the curriculum is appropriately aligned to marketable skills.

I am confident that you will give Falfurrias High School full consideration for grant funding so that this agency may provide the best occupational and educational opportunities possible to its students.

If you should have any questions concerning this letter of support, please do not hesitate to contact me at (361)664-0145, ext. 2024.

Thank you,

A handwritten signature in dark ink, appearing to read 'Ann E. Awalt', with a stylized, cursive script.

Ann E. Awalt
Executive Director



WILKINSON VETERINARY CLINIC

GLEN WILKINSON, D.V.M.

15349 S. US HWY 281

PREMONT, TX 78375

TELEPHONE: (361) 348-2716

October 25, 2016

To Whom It May Concern:

I am writing this letter to offer the support of Wilkinson Veterinary Clinic to Falfurrias High School's Innovative Academy Early College High School (ECHS) Grant Program. I am aware that Falfurrias High School has a conscientious team of professionals that are partnering with an Institution of Higher Education in order to maximize their ability to prepare students for employment in high-demand occupations within an approved industry cluster.

Through the use of the Innovative Academy ECHS Program funds, Falfurrias High School will be able to develop and implement applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as to provide students opportunities to earn post-secondary course credit prior to high school graduation.

As a partner in the Innovative Academy Early College High School (ECHS) Grant Program, Wilkinson Veterinary Clinic is committed to the following services as an in-kind match:

- Serve as an active member of the Innovative Academy ECHS Leadership Team;
- Ensure a liaison that from our business interacts directly and frequently with ECHS staff;
- Provide in-kind contributions such as internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students; and
- Participate in the development of curriculum in order to ensure that the curriculum is appropriately aligned to marketable skills.

I am confident that you will give Falfurrias High School full consideration for grant funding so that this agency may provide the best occupational and educational opportunities possible to its students.

If you should have an questions concerning this letter of support, please do not hesitate to contact me at (361) 348-2716

Thank you,

Dr. Glen Wilkinson, DVM
Veterinarian

Beatriz T. Espinoza, Ph.D.
President



Phone: (361) 354-2200
Fax: (361) 354-2333
presoffice@coastalbend.edu
www.coastalbend.edu

October 28, 2016

To Whom It May Concern:

Coastal Bend College (CBC) is pleased to present its complete support in the endeavor of Brooks County ISD (BISD) to establish an Early College High School (ECHS).

CBC offers the courses necessary to support the ECHS's mission and objective to provide a course of study that enables participating students to complete their high school graduation requirements in either an Associate Degree or at least 60 semester credit hours towards a Baccalaureate Degree.

An ECHS Liaison will be designated at Coastal Bend College that will remain in close communication with the ECHS Director to ensure that the students' academic needs are met and any issues are addressed. In order to increase the number of students served by the ECHS, CBC provides schools the option to waive tuition for high school student enrolled in a course for which the student may receive dual course credit.

Coastal Bend College currently partners with numerous ECHS campuses and is confident in its capacity to support Falfurrias ECHS. Staff at CBC are very excited to work with prospective ECHS campus to offer at-risk students the opportunity to obtain a higher education.

If you have any questions or concerns, please do not hesitate to contact me at 361-354-2200.

Thank you,


Beatriz E. Espinoza, Ph.D.
President



Texas A&M University-Kingsville
Center for Student Success
700 University Boulevard
MSC 206
Kingsville, TX 78363
361.593.3290

October 26, 2016

To Whom It May Concern:


Texas A&M University - Kingsville (TAMU-K) is pleased to present its complete support in the endeavor of Brooks County ISD (BISD) to establish an Early College High School (ECHS).

TAMU-K offers the courses necessary to support the ECHS's mission and objective to provide a course of study that enables participating students to complete their high school graduation requirements with up to 60 semester credit hours towards a Baccalaureate Degree.

An ECHS Liaison will be designated at the TAMU-K campus that will remain in close communication with the ECHS Director to ensure that the students' academic needs are met and any issues are addressed.

TAMU-K currently partners with numerous ECHS campuses and is confident in its capacity to support Falfurrias ECHS. Staff at TAMU-K are very excited to work with prospective ECHS campus to offer at-risk students the opportunity to obtain a higher education. If you have any questions or concerns, please do not hesitate to contact me at (361) 593-3290.

Thank you,


Dr. Nancy KingSanders
Associate Vice President for Student Success
Division of Academic Affairs
Texas A&M University-Kingsville
Kingsville, TX 78363
nancy.kingsanders@tamuk.edu

TEXAS A&M UNIVERSITY-KINGSVILLE

An Agreement to Offer Dual Enrollment for "Self-Contained" Site With Brooks County Independent School District

Definition of Dual Enrollment

Selected high school students matriculate at community colleges, junior colleges, and/or universities for freshman and sophomore college level courses. These courses are used by the student to satisfy course requirements for high school graduation. These same course credits may be used to satisfy university curriculum requirements of the student's undergraduate major.

Goals

The goals of the "self-contained" site for dual enrollment are:

- Provide students with more access to rigorous course work while in high school.
- Make higher education more accessible, affordable and attractive by bridging the divide between high school and college in a physical place.
- Prepare students for college and social expectations.
- Facilitate the transition of motivated students to higher education.
- Provide needed guidance, support, and remediation services for both high school and college curricula.
- Demonstrate new ways of integrating levels of schooling to better serve the intellectual and developmental needs of young people.

Duties of Texas A&M University-Kingsville

Texas A&M University-Kingsville shall have the following duties:

- Ensure that Texas A&M University – Kingsville course requirements are followed;
- Collaborate with Brooks County ISD on building plans and funding arrangements for future agreed space;
- Provide Brooks County ISD students with ID cards at no charge. Student ID photo must be provided by Brooks County ISD.
- Allow students of Brooks County ISD the same access to instructional and certain non-instructional resources available on the Texas A&M University-Kingsville campus including, but not limited to the use of the library, computer labs, study rooms, science labs, tutoring, bookstore and food or lounge areas, and
- Collaborate with Brooks County ISD officials on all matters pertaining to student responsibilities, rights, discipline and insurance.

Duties of Brooks County ISD

Brooks County ISD shall have the following duties:

- Collaborate with Texas A&M University-Kingsville officials in the design and execution of challenging and innovative instructional programs, scheduling of classes; recruitment of eligible students; program evaluation and marketing of the partnership.
- Collaborate with Texas A&M University-Kingsville leadership team in interpretation and application of research evaluation findings, both student outcomes and process evaluation data, for improvement of the dual enrollment program.
- Collaborate with Texas A&M University-Kingsville to fulfill all partnership guidelines in the offering of dual enrollment classes.
- Collaborate and contribute information with Texas A&M University-Kingsville to fulfill all the requirements for the Southern Association of Colleges and Schools (SACS) and Texas Higher Education Coordinating Board and other agencies as necessary.
- Provide necessary instructional resources to assist students.
- Collaborate with Texas A&M University-Kingsville officials on all matters pertaining to student responsibilities, rights, discipline, and maintain appropriate insurance as required.

SECTION I: **ELIGIBLE COURSES**

Courses offered for the dual enrollment program by Texas A&M University-Kingsville are approved in the undergraduate course inventory of the University.

Texas A&M University-Kingsville agrees to offer Brooks County ISD a cadre of only freshman and sophomore (1000 and 2000) level courses to eligible students. These courses will consist of core curriculum and foreign language dual enrollment courses only. Brooks County ISD students applying to enroll in university courses must meet the university's dual enrollment guidelines as outlined under Section II. Student Eligibility of this agreement.

SECTION II: **STUDENT ELIGIBILITY**

Upon mutual agreement, Texas A&M University-Kingsville in collaboration with Brooks County ISD high school counselors and/or administration will assist with enrollment and registration at least once per semester (Fall, Spring, Summer I, and Summer II) for all students who are qualified and wish to enroll in academic dual credit courses. Students must meet the same requirements and pre-requisites as all college students for college classes. To be eligible, students must meet the criteria required by the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, ("hereinafter TAC 19, Pt. 1, Ch. 4"), Rule §4.85 (b).

An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, ("hereinafter TAC 19, Pt. 1, Ch. 4"), Rule §4.85 (b).

(A) To be considered for dual enrollment admission at Texas A&M University-Kingsville, a student must have a "B" overall high school average (2.5 GPA on a 4.0 scale and/or 80 or higher high school average).

- Since a rising freshman has not accumulated a high school GPA/average, a request to consider their application based on not having the required GPA/average can be included in the Letter of Recommendation. The Letter of Recommendation must come from the high school principal and/or counselor for 9th grade students interested in participating in the dual enrollment program at Texas A&M University-Kingsville. This request will be reviewed, and a final admission decision will be made by the Associate Vice President for Student Success and/or dual enrollment Coordinator. This does not apply to students enrolled in an approved early college high school (ECHS) program as long as Texas A&M University-Kingsville is one of the primary ECHS partners. This agreement is that of a traditional dual enrollment partnership, therefore a Letter of Recommendation must be submitted for any 9th grade student interested in participating in the dual enrollment program at Texas A&M University-Kingsville given no high school GPA/average is available.
- Students that were previously approved and admitted (Spring 2015 and earlier) with a low high school GPA/average will be allowed to continue in the program as long as they have obtained at least a 2.0 institutional GPA at Texas A&M University-Kingsville. If a student within this particular group fails to maintain the minimum requirements as outlined under Section III. Student Minimum Grade Requirements in this agreement, they will be evaluated to determine a suitable placement by Texas A&M University-Kingsville and Brooks County ISD.

(B) The high school principal or high school counselor must recommend the student and sign the Dual Enrollment Registration/Permission Form.

(C) An official high school transcript must be submitted along with a dual enrollment application for admission that must include the student's high school GPA and all test scores on file for the student. The student must also complete online/paper application which can be obtained from the high school counselor and/or Texas A&M University - Kingsville Dual Enrollment advisor/coordinator.

(D) Once a student is admitted and registered into the dual enrollment program at Texas A&M University-Kingsville, they are expected to maintain a level of scholastic achievement that allows them to meet the grade requirements for continued enrollment at the University. Students who fail to maintain the minimum requirements as outlined under Section III. Student Minimum Grade Requirements in this agreement, they will be evaluated to determine a suitable placement by Texas A&M University-Kingsville and Brooks County ISD.

(F) Students who violate the Texas A&M University-Kingsville code of conduct shall be removed from the dual enrollment program and be returned to complete their high school requirements at their "home school."

SECTION III: **STUDENT MINIMUM GRADE REQUIREMENT**

Once admitted, the minimum grade point requirement for students who are considered to be making satisfactory academic progress is a 2.0 cumulative institution grade point average.

Scholastic Probation

Students will be placed on scholastic probation any time their cumulative institution grade point average at A&M-Kingsville falls below 2.0. Such students are required to complete an Early Intervention Contract with the assistance of their high school counselor and dual enrollment advisor at Texas A&M University-Kingsville. Students who have been placed on scholastic probation will be removed from such probation at the conclusion of the semester or summer term at this university when they have achieved a 2.0 cumulative institution grade point average.

Enforced Withdrawal

Students who have been placed on scholastic probation or enforced withdrawal, and who fail to achieve the minimum cumulative institution grade point average during the next long semester, will be placed or will remain on enforced withdrawal. Such students will have the opportunity to complete a Dual Enrollment Readmission Request Form with the assistance of their high school counselor and dual enrollment advisor at Texas A&M University-Kingsville. This request will be reviewed, and a final decision will be made by the Associate Vice President for Student Success. Students who have been placed on enforced withdrawal will be removed from such probation at the conclusion of the semester at this university when they have achieved a 2.0 cumulative institution grade point average.

Removal of Enforced Withdrawal Status by Summer Study

Students placed on enforced withdrawal at the end of the spring semester are eligible to attend the subsequent summer session. Such students are required to complete an Early Intervention Contract with the assistance of their high school counselor and dual enrollment advisor at Texas A&M University-Kingsville. If the student achieves a cumulative institution grade point average of 2.0 or higher at the conclusion of the summer terms, the enforced withdrawal status will be removed.

SECTION IV: **LOCATION OF CLASS**

Dual enrollment classes will be taught on the Falfurrias high school campus, with proper enrollment in a course, and with prior approval from the University. For any classes taught electronically, the University shall comply with applicable rules and procedures relating to Distance Education and Off-campus Instruction and with the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter Q, Approval of Off-Campus and Self-Support Courses and Programs for Public Institutions.

SECTION V: **STUDENT COMPOSITION OF CLASS**

Dual enrollment courses may be composed of dual credit high school students and regular college students.

SECTION VI: **INSTRUCTIONAL CALENDAR AND COURSE SCHEDULE**

The dual enrollment coordinator at Texas A&M University-Kingsville will establish an instructional calendar each semester that is consistent with the mutual needs and requirements of both parties. Requirements include, but are not limited to:

- 45 Contact Hours
- University deadlines (payment, finals, registration, drop/withdraw, etc.)
- High School closures for staff/development, holidays, etc.
- University closures for holidays

All course requests (course, instruction time/days, etc.) made by Brooks County ISD must be reviewed and approved by the dual enrollment coordinator and appropriate academic college at Texas A&M University-Kingsville. The lecture for any dual enrollment course will only take place during the time agreed on by Texas A&M University-Kingsville and Brooks County ISD. Any high school supplemental work (EOC preparation, TEKS, etc.) must take place outside of the scheduled dual enrollment lecture time.

Also, any and all changes to the course schedule (change of time, day, cancellation, etc.) at Brooks County ISD must be reviewed and approved by the dual enrollment coordinator and appropriate academic department at Texas A&M University-Kingsville.

Note: No course request submitted by Brooks County ISD to Texas A&M University-Kingsville is guaranteed and will only be offered if:

- Final enrollment for the requested course(s) totals at least 10 qualifying students*, and/or
- Texas A&M University-Kingsville is able to secure an instructor to teach the course(s).

*Low enrollment requests for a course with less than 10 qualifying students must be approved by the appropriate academic college, and approval is not guaranteed.

SECTION VII: **FACULTY SELECTION, SUPERVISION, EVALUATION AND EMAIL**

Texas A&M University-Kingsville is responsible for collaborating with Brooks County ISD to assign faculty for the dual enrollment courses. However, Texas A&M University-Kingsville shall select instructors of all dual credit courses. Classes will be taught by regular teaching faculty who are employed by the University and meet the same standards and approval procedures used by the University in selecting faculty for teaching courses. The University

will supervise and evaluate instructors of dual enrollment courses using the same or comparable procedures used for regular teaching faculty.

In some cases, dual enrollment may be taught by the high school teacher/district employee meeting the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

All Brooks County ISD high school teachers/district employees hired to teach Dual Enrollment courses will be employees of Texas A&M University-Kingsville. Each year, staffing needs will be assessed to determine campus priorities. Each staff member and faculty member will be selected, supervised and evaluated as outlined by the employee's institution.

All instructors assigned to teach dual credit courses for Texas A&M University-Kingsville will be assigned a university email address once they have been hired.

As per Texas A&M University-Kingsville policy, all official university e-mails must be sent from and will be sent to their assigned e-mail ending in @tamuk.edu. Faculty can contact the iTech Help Desk for activation instructions (361) 593-4357.

Once an instructor is hired, they will no longer receive emails including important university information to any other e-mail outside of their Texas A&M University - Kingsville e-mail account.

SECTION VIII: **COURSE CURRICULUM, INSTRUCTION, AND GRADING**

Dual enrollment courses will include the equivalent curriculum, materials, instruction, and method/rigor of student evaluation as regular college level courses taught at Texas A&M University-Kingsville. These standards will be upheld regardless of the student composition of the class.

Passing or failing notices will be issued at the midsemester point to Brooks County ISD, culminating with a letter and numerical grade at the end of the semester.

Grades, with numerical values corresponding to these letters, are recorded as follows:

- A, 90-100
- B, 80-89
- C, 70-79
- D, 60-69
- F, below 60

I, Incomplete: given to a student who is passing but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. A copy of the contract must be submitted to the Registrar's Office by the instructor no later than the date grades are due. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Grade of an I will be assigned by the Office of the Registrar upon receipt of the I Contract.

Q, Dropped: given when a student has officially dropped or withdrawn from the university before or on the date indicated on the official university academic calendar for an automatic Q, regardless of student's standing in class.

SECTION IX:
TEXAS EDUCATION CODE – SECTION 51.917.
FACULTY MEMBERS; USE OF ENGLISH.

(a) In this section:

(1) "Institution of higher education" has the meaning assigned by Section 61.003 of this code, but does not include a medical or dental unit.

(2) "Faculty member" means a person who teaches a course offered for academic credit by an institution of higher education, including teaching assistants, instructors, lab assistants, research assistants, lecturers, assistant professors, associate professors, and full professors.

(3) "Governing board" has the meaning assigned by Section 61.003 of this code.

(b) The governing board of each institution of higher education shall establish a program or a short course the purpose of which is to:

(1) assist faculty members whose primary language is not English to become proficient in the use of English; and

(2) ensure that courses offered for credit at the institution are taught in the English language and that all faculty members are proficient in the use of the English language, as determined by a satisfactory grade on the "Test of Spoken English" of the Educational Testing Service or a similar test approved by the board.

(c) A faculty member may use a foreign language to conduct foreign language courses designed to be taught in a foreign language.

(d) This section does not prohibit a faculty member from providing individual assistance during course instruction to a non-English-speaking student in the native language of the student.

(e) Each institution of higher education shall submit to the Texas Higher Education Coordinating Board a description of the program or short course established under this section, and the coordinating board shall approve and monitor the program or short course established at each institution of higher education.

(f) The cost of such English proficiency course as determined by the coordinating board shall be paid by the faculty member lacking proficiency in English. A faculty member must take the course until deemed proficient in English by his or her supervisor. The cost will be deducted from said faculty member's salary.

Added by Acts 1989, 71st Leg., ch. 975, § 1, eff. Sept. 1, 1989.

SECTION X:
ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Regular Texas A&M University-Kingsville academic policies will apply to dual enrollment courses. These policies include but are not limited to, class attendance, FERPA, the appeal process for disputed grades, drop policy, the communication of grading policy to students, the syllabus distribution schedule, etc. Each dual enrollment student will be provided a copy of the "Dual Enrollment Student Guidelines". When a student signs their Dual Enrollment Registration Form, they confirm that they have read the Dual Enrollment Student Guidelines and that they understand and will comply with all dual enrollment and university requirements, policies, procedures, restrictions, and deadlines. Dual enrollment students will be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

Disability Resource Center – Standard Operating Procedures.

The Texas A&M University-Kingsville Disability Resource Center provides accommodation services to university students who have documented disabilities. It is important to note that academic accommodations available at the college level differ from those available at the high school level. Students participating in the Early College High School and Dual Credit Programs at Texas A&M University-Kingsville must follow the same registration process as their undergraduate students when requesting disability services. The registration process is found online at www.tamuk.edu/drc or via the quick links on the university's webpage. It is the responsibility of the student to provide documentation which verifies that the student's condition meets the definition of a disability as defined by applicable laws (i.e., Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008). Federal Law requires that requests for services for student with disabilities be considered on an individual, case-by-case basis.

SECTION XI: **BACTERIAL MENINGITIS VACCINATION REQUIREMENT**

In accordance with Texas Education Code Section 51.9192, it is required that all new students, and returning students (who have had a fall or spring semester break in their attendance at an institution of higher education) that are physically taking courses on our campus provide proof of a bacterial meningitis vaccination or booster 10 days prior to the first class day of the entering semester. Without the evidence of vaccination, a student cannot attend classes. Students who do not provide the evidence of vaccination will not be allowed to attend classes and their registration request will not be processed.

SECTION XII: **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. In order for anyone other than a high school dual enrollment contact(s) and/or high school/district administrators, a student, must submit a FERPA Authorization Release Form indicating the individual(s) that can have access to their Texas A&M University-Kingsville academic records at the university. The university will only accept the original form, once completed and that a copy, fax, and/or email will not be accepted.

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA): Information collected about you through your dual enrollment application may be held by any institution of higher education to which you apply. With few exceptions, you are entitled on your request to be informed about the collected information. Under Sections 552.021 and 552.023 of the Texas Government Code, you are entitled to receive and review the information. Under Section 559.004 of the Texas Government Code, you are entitled to correct information held by an institution that is incorrect. You may correct information held by any institution to which you apply by contacting the institution's Public Information Officer. The information that is collected about you will be retained and maintained as required by Texas records retention laws (Section 441.180 et seq. of the Texas Government Code) and rules. Different types of information are kept for different periods of time.

SECTION XIII:

REGISTRATION AND FINANCIAL HOLDS

A registration hold will be placed on all dual enrollment students once they are admitted. This hold will remain on a student's account since the dual enrollment office facilitates all initial admission and registration decisions. Students at no point in time will be allowed to register online on their own since the dual enrollment office must verify their eligibility in order to process a request.

A financial hold will be placed on a student's account by the Business Office at Texas A&M University-Kingsville for any unpaid balance. A student will not be allowed to register for future semesters until all balances are paid in full.

Final numerical grades will still be submitted each semester to be applied to the student's high school transcript by the appropriate office within your Brooks County ISD. However, a student will not be able to obtain an official college transcript or register until all balances have been paid in full.

SECTION XIV:

STUDENT UNIVERSITY EMAIL ADDRESS

Brooks County ISD students will be assigned a university email address once they have been registered for their first semester with the dual enrollment program.

As per Texas A&M University-Kingsville policy, all official university e-mails will be sent to their assigned e-mail ending in @students.tamuk.edu. Students can obtain instructions on how to do activate their account from their high school counselor or from the dual enrollment office at Texas A&M University-Kingsville.

Once a student's email address is assigned, they will no longer receive emails regarding your courses, grades, registration, status, or other important university information to any other e-mail outside of your Texas A&M University - Kingsville e-mail.

SECTION XV:

WITHDRAWING/DROPPING A DUAL ENROLLMENT COURSE(S)

Undergraduate students who completed a high school program, or the equivalent, and entered a Texas public institution of higher education for the first time on or after the fall semester of 2007 are subject to the requirements of SB 1231.

Beginning with the 2007-2008 academic year, undergraduate students subject to SB 1231 will be permitted only six (6) nonpunitive drops during their undergraduate studies. Therefore, drops falling under SB 1231 annotated on official transcripts received from other colleges and/or universities, will be transferred to Texas A&M-Kingsville for the purpose of maintaining the number of drops accumulated by the student. For additional information on drops subject to SB 1231, refer to the section of the catalog titled "Academic Regulations" under the sub-title of "Dropping a Course."

Since dual enrollment students have not completed their high school program, or the equivalent, this does not apply to them. However, once they are admitted into an institution of higher education after high school graduation, they will be subject to the requirements of SB 1231.

Should it become necessary to drop a dual credit course or withdraw from all registered dual credit courses, the student with the assistance of their high school principal or counselor is required to submit the appropriate add-drop form to the dual enrollment office and meet university policies and deadlines.

If students decide to withdraw or drop, they shall return to their "home school" and follow the Brooks County ISD guidelines and deadlines set forth for high school graduation.

Failure to submit the appropriate documentation to drop a course or withdraw from the program by the published deadlines and/or if a student does not complete a course may result in the student receiving an "F" for the course(s) they are enrolled in.

SECTION XVI: **TRANSCRIPTING OF CREDIT**

High school and University credit will be transcribed immediately upon the student's completion of the performance required in the course. Transcribing of college credit will be the responsibility of Texas A&M University-Kingsville and transcription of high school credit will be the responsibility of Brooks County ISD. Brooks County ISD will determine how the college grades will be recorded in the high school transcript for GPA and ranking purposes. High School transcript grading decisions including those affecting High School GPA are made according to Brooks County ISD district board policy. Brooks County ISD will ensure parents are aware and knowledgeable of the decision made by the district concerning this matter.

SECTION XVII: **FUNDING**

Both Brooks County ISD and Texas A&M University-Kingsville may report credit hours for funding purposes for dually enrolled students, subject to the rules of the State Board of Education and the Board. Texas A&M University-Kingsville will report the credit hours for all students enrolled in dual enrollment courses, and may only claim funding for core curriculum and foreign language dual credit courses.

SECTION XVIII: **TUITION, FEES, TEXTBOOKS, and PARKING PERMITS**

Payment for dual enrollment courses will be made by Brooks County ISD by requisition or individual student payment.

University courses taken by Brooks County ISD students will be charged a rate pronounced in Addendum A. In addition, university reinstatement fee, 3-peat fees, and/or lab fees may apply. The cost of books and supplemental material is not included in the tuition rate.

Textbook and supplemental material costs for all dual enrollment courses will be the responsibility of the student or may be provided by Brooks County ISD. Textbooks must be college level texts approved by the appropriate academic department at Texas A&M University-Kingsville.

Brooks County ISD students who wish to bring their own personal vehicles to the Texas A&M University-Kingsville campus will be responsible for purchasing a parking permit.

SECTION XIX: **RENEWAL AND TERMINATION OF AGREEMENT**

This MOU may be amended by written agreement of both parties. This agreement shall commence with the Fall 2016 semester and will expire at the end of the Summer 2017 terms.

Texas A&M University-Kingsville and Brooks County ISD reserve the right to terminate this agreement upon service of written notice to the other party 90 days prior to the date of termination. In this event, the date of termination will be the day after the end of the semester during which the 90 day period expires.

ADDENDUM A

(Please initial each item listed and sign.)

SMC

I have read, understand, and approve all items noted on pages 1-9 of this MOU agreement.

SMC

Completion and submission of a student's registration packet does not guarantee registration for courses and/or admittance into the Dual Enrollment Program at Texas A&M University-Kingsville and is separate from admission to the university as an undergraduate. In order to be considered for undergraduate freshman admission once a student graduates high school, they must complete an application on ApplyTexas.org and submit a nonrefundable application fee.

SMC

The Business Office at Texas A&M University-Kingsville will submit an invoice each semester to Brooks County ISD for the following tuition and fees (listed in the table below) per student. The invoiced balance must be completely paid within 30 days of the invoiced date.

If a purchase order is required by your high school/district for payment, it must be submitted to the Business Office at Texas A&M University-Kingsville no later than 5:00 p.m. on the 12th class day (Census Date). Please refer to the Dual Enrollment Instructional Calendar provided to Brooks County ISD for official Census Dates each semester.

The purchase order can be emailed to Dorine Gonzalez at Dorine.Gonzalez@tamuk.edu

Brooks County ISD requests that the invoice be submitted to the following individual(s):

Name: Pearlie Martinez Name: Alissa M. Sanchez
Please Print Please Print

Email: pmartinez@bcsd-esc2.net Email: asanchez@bcsd-esc2.net
Please Print Please Print

Phone: 361-325-8098 Phone: 361-455-1319

Hours	Tuition	Designated Tuition	University Services Fee	Total
1	50.00	15.00	15.00	80.00
2	100.00	30.00	15.00	145.00
3	150.00	45.00	15.00	210.00
4	200.00	60.00	15.00	275.00
5	250.00	75.00	15.00	340.00
6	300.00	90.00	15.00	405.00
7	350.00	105.00	15.00	470.00
8	400.00	120.00	15.00	535.00
9	450.00	135.00	15.00	600.00
10	500.00	150.00	15.00	665.00
11	550.00	165.00	15.00	730.00
12	600.00	180.00	15.00	795.00
13	650.00	195.00	15.00	860.00
14	700.00	210.00	15.00	925.00
15	750.00	225.00	15.00	990.00

3-Post Fee: A \$100 per semester credit hour fee will be assessed after the 20th class day (15th for summer sessions) of the semester for attempting a class for the third and subsequent times.

Reinstatement Fee: A \$100 fee will be assessed each time a student is reinstated to their course(s) after being dropped for non-payment.

Total does not include Lab fees that vary per course (\$0-\$60 maximum).

Heidi Anderson 4-25-16
Dr. Heidi Anderson Date
Provost, Texas A&M-Kingsville

Maria R. Casas
Dr. Maria R. Casas Date
Superintendent, Brooks County ISD